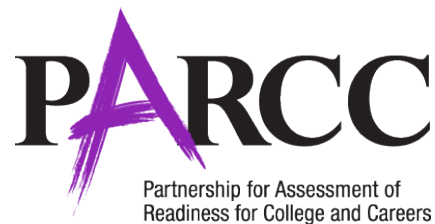


Activities in Louisiana Relating to the PARCC Assessments

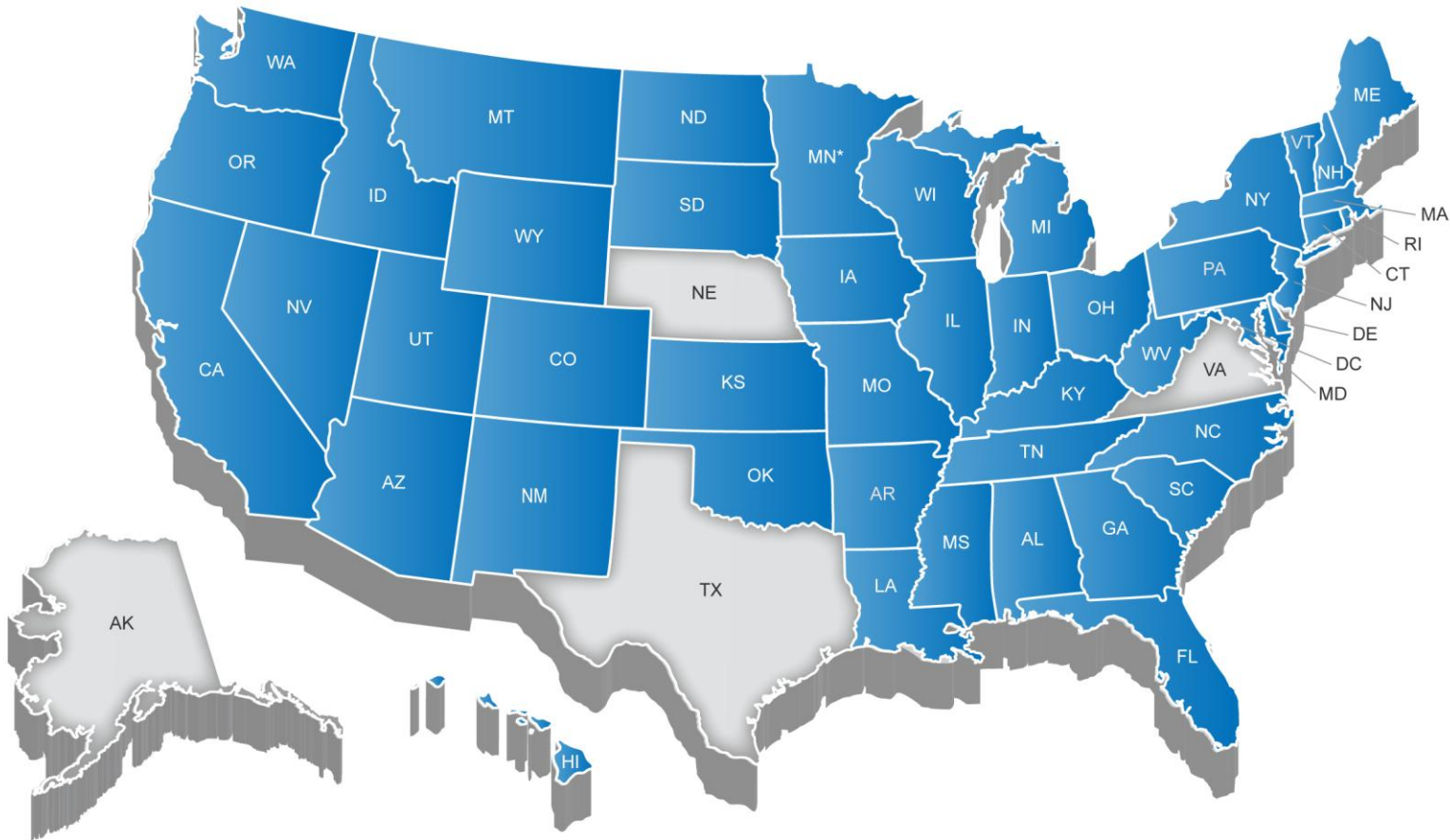
August 9, 2012

2nd Louisiana Mathematics Faculty Meeting



**Who has been working with
their PARCC Campus
Leadership Teams?**

46 States + DC Have Adopted the Common Core State Standards



*Minnesota adopted the CCSS in ELA/literacy only

Pathway to College and Career Readiness for All Students

K-2 formative assessment being developed, aligned to the PARCC system

Timely student achievement data showing students, parents and educators whether ALL students are on-track to college and career readiness

College readiness score to identify who is ready for college-level coursework

Targeted interventions & supports:
• 12th-grade bridge courses
• PD for educators

K-2

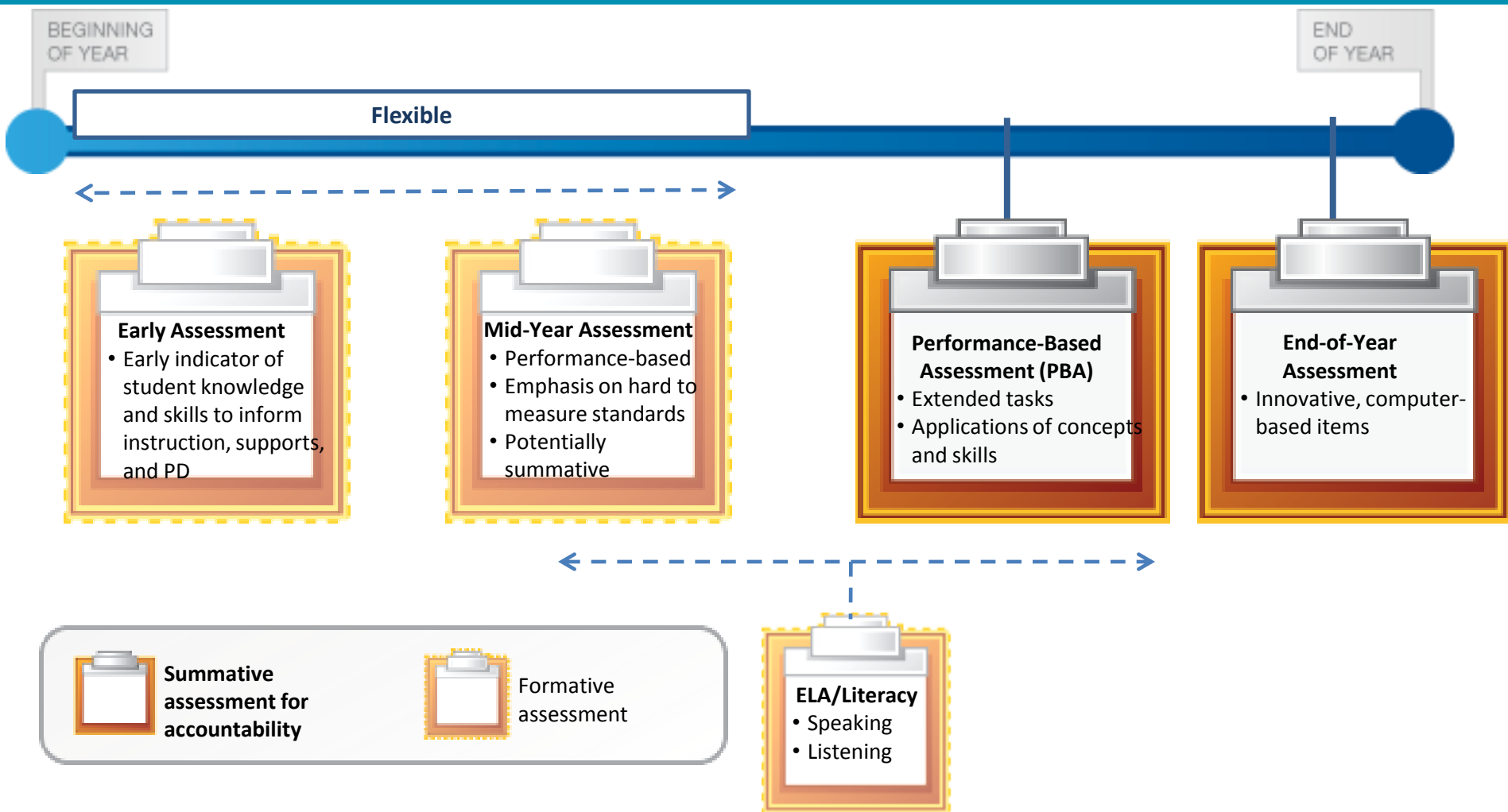
3-8

High School

SUCCESS IN FIRST-YEAR, CREDIT-BEARING, POSTSECONDARY COURSEWORK

ONGOING STUDENT SUPPORTS/INTERVENTIONS

High-Quality PARCC Assessments



Timeline Through First PARCC Administration in 2014-2015

PARCC Tools & Resources

Partnership
Resource
Center
launched

Professional
development
modules
released

K-2 Formative
Tools Released

College-ready
tools released

Diagnostic
assessments
released

Summative PARCC
Assessments

Spring
2013

Summer
2013

Fall
2013

Winter
2014

Spring
2014

Summer
2014

Fall
2014

Winter
2015

Spring
2015

Pilot/field
testing
begins

Model
Instructional
Units Released

Expanded field
testing of
diagnostic
assessment

Expanded
field testing

Optional Diagnostic
and Midyear PARCC
Assessments

Standard
Setting in
Summer 2015

PARCC Assessment Implementation



Louisiana – Higher Education Involvement in 2011-12

- PARCC Leadership Summit – Chancellors (August 2011)
- PARCC Leadership Forum – 2 & 4-year colleges (September 2011 & March 2012)
- State & Campus Project Management Plans & Core to College Subgrants
- Math & English Matrices , Critical Core Competencies, & PARCC 2 & 4-year college statewide meeting (June 2012)
- Alignment of CCSS & PARCC – teacher preparation programs
- PARCC Policy & Performance Levels Feedback (Aug. 2012)



NEW POLICY

PARCC College-Ready Determination



PARCC Stakeholder Input Process

1. Strengthen the draft PARCC CRDs and PLDs through strong and targeted feedback from multiple perspectives.
2. Build awareness and understanding of the draft policies among critical stakeholders.
3. Encourage support and buy-in for the draft policies by giving critical players and the public the opportunity to engage in the development process.
4. Inform the decisions of the Governing Board and ACCR members when they finalize the PARCC college-ready determination policy and PLDS later this fall.



Feedback Sought in Stakeholder Survey

- Number of performance levels
- Names of performance levels
- Clarity of policy and content claims
 - Do policy claims clearly describe students' academic preparedness at each level?
 - Do policy claims clearly describe academic implications of earning a CRD?
 - Do content claims clearly describe students' command of the knowledge and skills assessed?
- Level of agreement with criteria that 75% of students at Level 4 will earn a C in entry-level, credit-bearing courses
- Level of agreement with introductory credit bearing courses to which the College Ready Determination should apply:
 - Math: College Algebra or Introductory Statistics
 - ELA: College English Composition or "Literature and introductory courses that require college level reading, such as the social sciences and history."



Meaning of a College-Ready Determination

- PARCC intends to make two College-Ready (CR) Determinations
 - Students who earn a **College-Ready Determination in ELA/literacy** will have demonstrated the knowledge and skills necessary to enter into and succeed in entry-level, credit-bearing courses in College English Composition and Literature, and introductory courses requiring college-level reading in a range of disciplines, such as history and the social sciences.
 - Students who earn a **College-Ready Determination in Mathematics** will have demonstrated the knowledge, skills, and practices* necessary to enter into and succeed in entry-level, credit-bearing courses in College Algebra and Introductory Statistics.

*The practices referred to here are the Standards for Mathematical Practice included in the Common Core State Standards.



Benefit of Earning a College-Ready Determination

- Students who earn a CR Determination will be exempt from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in English language arts and mathematics.
- The CR Determination is **not** intended to inform admission decisions or exempt students from taking tests designed to place them into more advanced courses than entry-level.



Criteria for Earning a College-Ready Determination

- CR Determinations will be awarded to students who achieve **Level 4*** on the designated PARCC high school assessments in ELA/literacy and mathematics.
- In order to achieve Level 4, students will need to demonstrate a **solid command** of the knowledge and skills embodied by the Common Core State Standards assessed on the designated PARCC high school assessments.
- Options for determining the specific PARCC high school assessments that will be used to make CR Determinations will be discussed at the September 2012 Governing Board meeting.

*The proposal is to report the results of PARCC assessments using five performance levels, Level 5 being the highest.



Maintaining a College-Ready Determination

- Policy states that postsecondary institutions/ systems may impose additional requirements for maintenance, such as continuous enrollment through graduation from high school in:
 - Courses offered through dual/concurrent enrollment; or
 - High school courses that build on the standards used to make the College-Ready Determination.



Standard-Setting/ Validation Studies

The following statement will be used to inform standard-setting (determining cut scores for PARCC performance levels) and to conduct future studies to validate the efficacy of the CR Determinations.

- At least 75 percent of the students who earn a College-Ready Determination by performing at level 4 in ELA/ literacy should earn college credit by attaining at least a grade of C or its equivalent in College English Composition or Literature, or introductory courses in disciplines requiring college-level reading, such as history and the social sciences.
- At least 75 percent of the students who earn a PARCC College-Ready Determination by performing at Level 4 in Mathematics should earn college credit by attaining at least a grade of C or its equivalent in College Algebra or Introductory Statistics.

Proposed PARCC Performance Levels



Purposes of Performance Levels

- To report the results of assessment(s) used to make College-Ready Determinations
- To report the results of high school end-of-grade ELA/literacy assessments and end-of-course math assessments (grades 9 and 10)
- To report the results of end-of-grade assessments for grades 3-8



Proposed Number of Levels

- **Five levels are being proposed**
 - No names for the levels have been proposed at this time; however, **Level 4** is pitched to a level of rigor currently described by NAEP's Proficient Level (solid command of the content). It is also the proposed level for earning a CR Determination.
 - Reasons for Five Levels (rather than four)
 - PARCC assessments will support the accurate classification of student performance into five levels
 - Five levels will help schools target assistance to students
 - Five levels will provide states with options for using performance levels in various accountability mechanisms
 - Five levels will provide increased opportunities for students, schools and districts to demonstrate growth
 - The PARCC Technical Advisory Committee supports five levels



Components of Performance Levels

- Each of the proposed performance levels includes:
 - *Policy claims*, which describe the educational implications for students at a particular performance level.
 - *General content claims*, which describe the academic knowledge and skills students across grade levels performing at a given performance level are able to demonstrate. *

*Once general content claims are adopted, grade/course-specific content claims will be developed (e.g. grade 4 ELA/literacy, Algebra I)



General Definition of Each Level

- Level 5: **Superior** command of the knowledge, skills, and practices embodied by the CCSS assessed at the grade level/course.
- Level 4: **Solid** command ...
- Level 3: **Partial** command ...
- Level 2: **Limited** command ...
- Level 1: **Very Limited** command ...



PLDs for Reporting Results of Assessments used to make College-Ready Determinations

- **Level 5**
 - **Superior command** of the knowledge and skills contained in the CCSS assessed
 - **Academically well prepared** to engage successfully in entry-level credit bearing courses in
 - **Exempt** from having to take and pass placement tests designed to determine whether they are prepared for entry-level, credit bearing courses without need for remediation
- **Level 4**
 - Solid command ...
 - Academically prepared ...
 - **Exempt** ...
- **Level 3**
 - Partial command ...
 - Will likely need academic support to engage successfully in entry-level, credit-bearing courses
 - **Not exempt** ...
- **Level 2**
 - Limited command ...
 - Will need academic support ...
 - **Not exempt** ...
- **Level 1**
 - Very limited command ...
 - Will need extensive academic support ...
 - **Not exempt** ...



PLDs for Reporting Results of Grades 9 and 10 Assessments

- **Level 5**
 - Superior command...
 - Academically well prepared to engage successfully in further studies in the content area
 - **On-track** to become academically prepared to engage successfully in entry-level, credit bearing courses in ...
- **Level 4**
 - Solid command ...
 - Academically prepared ...
 - **On-track** ...
- **Level 3**
 - Partial command ...
 - Will likely need academic support to engage successfully in further studies ...
 - Will likely need academic support to become prepared to engage successfully in entry-level
- **Level 2**
 - Limited command...
 - Will need academic support to engage successfully in further studies ...
 - Will need academic support to become prepared to engage successfully in entry-level ...
- **Level 1**
 - Very limited command ...
 - Will need extensive academic support to engage successfully in further studies ...
 - Will need extensive academic support to become prepared to engage successfully in entry-level ...



PLDs for Reporting Results of End-of-Grade Assessments for Grades 3-8

- **Level 5**
 - Superior command ...
 - Academically well prepared to engage successfully in further studies in the content area
- **Level 4**
 - Solid command ...
 - Academically prepared ...
- **Level 3**
 - Partial command
 - Will likely need academic support to engage successfully ...
- **Level 2**
 - Limited command ...
 - Will need academic support ...
- **Level 1**
 - Very limited command
 - Will need extensive academic support



Public Review Timeline: Summer/Fall 2012

- **July 12 – September 21, 2012:** Public feedback/review period (feedback will be accepted on a rolling basis in order to present preliminary feedback on September 12th)
- **July 24, 2012:** National Partners Briefing in Washington, DC
- **August 20, 2012:** Preliminary feedback from states due (for inclusion in September 12th Joint ACCR/GB meeting information)
- **September 12, 2012:** Present preliminary aggregated feedback to Joint ACCR/GB
- **September 21, 2012:** End of public feedback/review period
- **September 22 – October 12, 2012:** Review feedback and revise CRD/PLDs policy proposal (with Performance Level Operational Working Group)
- **October 15, 2012:** Send revised CRD/PLDs policy proposal to ACCR/GB for review
- **October 25 or 26, 2012 (in conjunction with Transition and Implementation Institute):** Hold special face-to-face session with ACCR/GB members (conference in remote members) for final vote on CRD/PLD policy



Next Steps for PARCC

- Compile comments, revise CR Determination policy and performance levels as needed
- Present revised CR policy and performance levels to the full Governing Board for discussion and adoption at a meeting in fall 2012
- Begin development of grade- and course-specific content claims



Next Steps for PARCC Campus Leadership Teams

- Finalize the identification of statewide critical core competencies that high school students need to exhibit for success in College Algebra and English I.
- Create a statewide definition of college readiness that addresses the critical core competencies.
- Realign the teacher preparation curriculum to prepare new teachers whose students successfully address CCSS & PARCC in 2014-15.
- Prepare for 3 phases of college students who have varying types of exposure to CCSS & PARCC.



For more information:

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